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ABSTRACT

This document contains abstracts describing competency-based programs related to the Adult Performance Level (APL) project and adult education. The catalog is divided into two sections: state program implementation and local program implementation. The first section describes programs and research projects currently active in Alabama, California, Kansas, Louisiana, New York, Oregon, Texas, and Tennessee. Many of the program descriptions include the history of the project, the major program objectives, the process, and the expected outcomes and products. A contact person is usually listed as well. The second section describes programs at Northwest Iowa Technical College; at Lincoln Technical Center in Venice, Illinois; and in the Urbana School District in Urbana, Illinois. Several of the programs discuss the competency-based external high school diploma which is an alternative to the four-year high school diploma program based on Carnegie units and to the General Education Development (GED) Test. (TS)

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COMPETENCY-BASED ADULT EDUCATION

RESEARCH AND INNOVATION CATALOG

DIVISION OF ADULT EDUCATION
U. S. OFFICE OF EDUCATION

FEBRUARY, 1976

CS 002 674

CONTENTS

	PAGE
INTRODUCTION	1
PART I - STATE PROGRAM IMPLEMENTATION	
Alabama	3
California	7
Kansas	9
Louisiana	11
New York	13
Oregon	16
Texas	18
Region X Staff Development	19
Tennessee	23a
PART II - LOCAL PROGRAM IMPLEMENTATION	
Northwest Iowa Technical College	25
Urbana School District, Illinois	27
Venice - Lincoln Technical Center, Illinois	29

INTRODUCTION

Well before the national announcement of the Adult Performance Level findings, adult education projects in various locations were developing programs, training teachers, etc., in relation to preliminary APL findings and research products. Now that APL has raised the level of public awareness regarding the inability of adults to perform at adequate functional levels, there has developed an even greater need for communication among adult educators at all organizational levels. To begin to fill this need, it has been suggested that a collection of abstracts describing APL-related and other competency-based programs be developed and disseminated to State and local adult education programs and other interested parties.

If you find this publication useful, we ask that you assist us in keeping current on new program developments. This catalog, then, will be updated as information about other programs is obtained. Please contact:

Mr. James Parker
Field Operations and Services Branch
Division of Adult Education, USOE
Washington, D.C. 20202

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PART I

STATE PROGRAM IMPLEMENTATION

ALABAMA PROGRAMS

Alabama became involved in the Adult Performance Level study in 1973 with a two-week institute at Auburn University for Adult Basic Education teachers and supervisors.

Our work with the APL study has been focused around two major objectives.

1. To inform ABE practitioners about the APL study
2. To revise the ABE curriculum to provide learning opportunities so all adults will have the necessary coping skills to survive in today's society

Major emphasis has been placed upon inservice training for teachers. This inservice has been done on the state, area and local level. Modules have been developed, field tested and refined that deal with each task as identified in the APL study. These modules are now being used by ABE teachers. (For more information, see report from Auburn University.)

Our latest approach has been to develop an APL Teach n' Tote kit comprised of 139 teaching modules that cover the five major areas--Government and Law, Consumer Economics, Community Resources, Health, and Occupational Knowledge. These modules are written at the 0-4 level and each module is a complete teaching lesson; for example, How to register to vote, how to find a job, how to read a road map, how to pass the drivers license test. Newspapers have been one of the main sources for materials to implement these modules. Paraprofessionals and volunteers have been trained to use these modules in the home to teach reading to non-reading adults.

Expectation:

1. A curriculum that better meets the needs of all adults
2. Relevant learning opportunities
3. Materials that are adopted to local needs

4. Teachers who are more aware of adult needs

5. An instructional program that teaches basic skills in relationship to coping skills

Conclusion:

If the APL concept is to be implemented, teachers must be well trained in the APL approach and have access to suitable and usable materials.

For further information, contact:

Mr. Norman O. Parker, State Coordinator
Adult Basic Education
State Department of Education
111 Coliseum Boulevard
Montgomery, Alabama 36109

DESCRIPTION OF AUBURN UNIVERSITY'S
CAREER EDUCATION FOR ADULTS
MODULES

1. A BRIEF HISTORY OF THE EFFORT

In 1973, a summer institute was planned for approximately 60 ABE teachers and supervisors to develop competency-based curricula structured according to the University of Texas APL report. The Department of Vocational and Adult Education employed the expertise of Auburn University deans, faculty and graduate assistants, the APL project director, USOE Regional Directors, the Alabama State Superintendent of Schools, the state ABE Supervisor and other state staff to help participants develop instructional APL modules. The summer institute was held on Auburn University's campus with weekend follow-up workshops held three times throughout the year in Mobile, Birmingham, Huntsville, Auburn, and Montgomery. The outcome of these educational activities were: (a) compilation and distribution of sample instructional modules based on APL findings, (b) a minimum of two hour critiques of individual instructional modules by each of the workshop participants, (c) a selection of module tasks based on appropriateness for selected adult learners, (d) a collection of available APL-related resources, (e) implementation of APL-related teaching and learning activities, (f) and evaluation of selected module tasks to determine interest and learning effectiveness.

In 1974, a similar summer institute was held at the Auburn University campus with follow-up weekend workshops held at Guntersville and Auburn. The participants were thirty APL-experienced adult educators, and 10 advanced graduate students of Adult Education. A major consideration was revising many module tasks based on suggestions made by the APL advisory committee. After field-testing was completed, the instructional modules were published and distributed as a 5 volume series. Each volume content was based on one of the five general knowledge areas of Occupational Knowledge, Health, Consumer Economics, Community Resources, and Government and Law. The total series was entitled Career Education for Adults. The term "career education" was appropriately chosen since the functional competencies needed by adults emphasized in the APL-based curricula has important implications for career decision making and role accomplishment for adults.

In September 1975, a national seminar utilizing the Career Education for Adults modules was held at Auburn University for 40 participants from eight states. Dissemination of information was a primary concern. Additional dissemination seminars are planned in Alabama for 1976. They are: (1) January 17, Enterprise; February 7, Mobile; and February 28, Talladega.

2. MAJOR PROJECT OBJECTIVES

1. Dissemination of information concerning Career Education for Adults.
2. Dissemination of the Career Education for Adults modules.

3. EXPECTED OUTCOMES/PRODUCTS

This report contains several examples in which Auburn University has used the APL study. They are:

A. Career Education for Adults modules which consist of 5 books entitled Health, Government and Law, Community Resources, Consumer Economics and Occupational Knowledge. Several hundred copies have been disseminated throughout the United States.

B. A report by Bobby Dees, Education Specialist, on his work with the Career Education for Adults modules, and adult teacher training workshops.

C. Right to Read Report by Bobbie Walden, Project Director, containing several references to the APL modules and how they were utilized by this program in the homes of disadvantaged adults.

D. Various papers from Adult Education students utilizing the Career Education for Adults modules in different settings.

E. Future efforts of APL curriculum dissemination (dependent on available funds) includes on-site in-service workshops throughout Alabama, the Southeast, and other regions of the country utilizing APL experienced adult educators, state department personnel, university personnel, and the Career Education for Adults modules.

4. WHO TO CONTACT FOR FURTHER INFORMATION

Dr. Harry E. Frank
Vocational and Adult Education
Auburn University
203 Petrie Hall
Auburn, AL 36830

SAN FRANCISCO STATE UNIVERSITY
STAFF DEVELOPMENT PROJECT IN COMPETENCY-BASED ADULT BASIC EDUCATION

History of Project

The San Francisco State University Staff Development Project in Competency-Based Adult Basic Education initially explored the potential for implementation of competency-based ABE and, in particular, the use of the Adult Performance Level competencies in curriculum development at a Workshop held on May 25-26, 1974 in San Diego. This Workshop, offered in cooperation with the Far West Laboratory for Educational Research and Development, was attended by 123 ABE administrators and teachers primarily from California but also from Arizona, Nevada, and Hawaii.

During the year 1974-75, San Francisco State University received a further sub-grant through Phase II of the Region IX ABE Staff Development Project to train eight selected teams in the development of instructional modules and materials for competency-based adult basic education focusing on the advancement of basic skills by using consumer education, health, occupational knowledge, and government and law as content areas. The teams were selected in consultation with state and local ABE administrators to be representative of teachers of undereducated adults in large urban, small urban, and suburban settings in Northern California and Nevada.

During the year 1975-76, another sub-grant has made possible the continued staff development of teachers involved in refining the instructional modules, field testing them with specific populations, and preparing the modules for reproduction and dissemination. Additional sites in California and Arizona have been enlisted to aid in the field testing.

Major Program Objectives

The major program objective in the first phase of the program was to train at least four teams totaling 24 teachers to develop instructional modules and materials for competency-based ABE in such areas as consumer education, health, occupational knowledge, and government and law. Specifically, the teachers were helped to determine the needs of specific student populations representing the range of individual and cultural diversity of ABE populations in Northern California including large urban multi-ethnic, large urban principally Black, small urban principally Chicano, and suburban white. Using data from the APL and other studies, they were able to select competencies to be developed and to design instructional modules to develop these competencies.

In the present year, the major program objectives are: 1) to train the participants in field testing the modules with specific populations at their own school sites and to involve at least two new sites in field testing the modules with populations comparable to those at the existing sites, 2) to evaluate the outcomes of the field testing and revise the modules, 3) to prepare the modules for reproduction and dissemination, and 4) to plan for a variety of dissemination strategies and prepare dissemination materials.

In addition, during both years, the Project has included in its objectives the career development of the teacher participants and selected graduate students from San Francisco State University who are candidates for the M.A. in Education. The Project is also designed to demonstrate new modes of cooperation between publically-supported adult education programs and San Francisco State University in conjunction with the Region IX ABE Staff Development Project of the Far West Laboratory for Educational Research and Development. ABE administrators and teachers in Hawaii are also involved in collaborative efforts in staff development and project evaluation.

Process

A major emphasis of this Project is on the development of a process through which staff development of ABE teachers can be achieved. In each of the two years, a cycle of four two-day workshops has been held at two month intervals. Such spacing has allowed the participants to return to their school sites after each training workshop and develop that part of the plan for which the workshop prepared them. Following each workshop, a staff member has visited each site to consult with the teacher-administrator teams to help them with their model and program development.

In the first year, the workshops concentrated on: 1) designing competency-based objectives, 2) preparing instructional strategies, 3) selecting appropriate resources and organizational patterns, and 4) evaluating objectives. In the present year, the workshops are focusing on: 1) preparing for field testing, 2) refining the modules, 3) completing the modules, and 4) preparing the modules for dissemination.

Expected Outcomes/Products

The major outcome of this Project is expected to be the validation of a systematic staff development process for ABE teachers. Other major outcomes will include: 1) the specific modules and materials for competency-based adult basic education which focus on the advancement of basic skills by using consumer education, health, occupational knowledge, and government and law as content areas. Each module will describe the specific student population for which it is designed, competency-based objectives, appropriate instructional strategies and resources, suggested organizational patterns, pre- and post-assessment instruments, and evaluation techniques. 2) the presentation of specific segments of the instructional modules through the use of sound-slide sequences. 3) specific planning with ABE administrators for implementing programs of inservice staff development for ABE teachers. 4) the career development of teacher participants and selected graduate students from San Francisco State University. 5) the demonstration of new modes of cooperative effort between publically-supported ABE programs, Region IX ABE Staff Development Project of the Far West Laboratory for Educational Research and Development, San Francisco State University, and ABE administrators and teachers in California, Nevada, Arizona, and Hawaii.

Contact for Further Information

Dr. Jonn W. Tibbetts and Dr. Dorothy Westby-Gibson, Co-Directors, Staff Development Project in Competency-Based Adult Basic Education, School of Education, San Francisco State University, 1600 Holloway Avenue, San Francisco, CA 94132. (415-469-1201)

KANSAS PROGRAMS

1. Kansas did not jump into the APL material production camp until July, 1975. By this time most of the work had been completed. We wanted as much as possible from Norvell Northcutt and his staff.

2. In 1972 the state director divided Kansas into six clusters as a delivery system of information and because the clusters had similiar ABE concerns. Please see the attached list.

   The APL areas of research contained six areas if you count transportation. Each cluster has a coordinator of cluster activities, primarily teacher training. At a statewide meeting of ABE directors and teaching staff in June, 1975 the cluster coordinators accepted one of the concepts of APL. Each cluster will examine the objectives and tasks in their area. They then begin to expand the tasks by developing a vocabulary related to the tasks, prepare questions suitable for the task, prepare teaching material for a teaching situation and test their methodology and techniques.

3. The major project objectives are the assignment in No. #2. On June 3-4, 1976 the clusters will gather in Wichita, Kansas. There each cluster will present and defend their material. The cluster package will be shared by all clusters for implementation and any revisions necessary for their clients.

4. We expect to offer the materials produced by the clusters as a guide and a teaching basis to assist adults in coping with the skills identified.

Kansas Information Contacts:

Knowledge Areas

Health	Jim Grote Colby Community Jr. College 1255 S. Range Colby, Ks. 67701
Transportation	Elizabeth Harbors Adult Education Resource Center Allen and Casement Roads Manhattan, Ks. 66502
Consumer Economics	Harry Mallard Adult Education Resource Center 123 E. Second Ottawa, Ks. 66067
Community Resources	Jim Lenz Adult Education Resource Center 1001 North Second Dodge City, Ks. 67801
Government and Law	Marlin Frey Adult Education Resource Center USD 373 725 Main Newton, Ks. 67114
Occupational Knowledge	Kathleen Rice Labette County Community J . College 200 S. 14th Street Parsons, Ks. 67357

Louisiana Adult Performance Level (APL) Projects
FY 1975-76

As one of the five states comprising U. S. Office of Education Region VI, Louisiana has been directly involved with the Adult Performance Level Project since its inception. This involvement has included providing initial testing data in four selected areas of the state during the first year of the Project's operation, direct input into the Project's development during the formative phase of the survey and testing activities, participation in policy making conferences regarding the direction of the APL Project, participation in analyzing survey and test results, and participation in the curriculum development aspects of the Project which led to the initiation of the Region VI APL Curriculum Development Project.

In an effort to continue the APL Curriculum Development Project into a field testing stage, Louisiana funded the University of Texas a $15,000 grant for fiscal year 1975-76. The Project was initiated in an effort to field test the APL curriculum as developed by the University of Texas staff in selected pilot programs throughout the state. The general objectives of the Project are as follows:

1. Form an APL Curriculum Committee, composed of adult education curriculum specialist in the state, to meet periodically for the purpose of establishing broad policies and advising the APL staff concerning continuing activities of the project.

2. Utilize the expertise of the present APL staff for further research, curriculum development, and consultative activities. Tasks of the APL staff would include:

   Provide the state with developed APL curriculum materials for pilot teachers to use in a field testing situation.

   Plan and conduct teacher in-service workshops in cooperation with state personnel.

   Conduct further research and design additional diagnostic instruments.

   Revise, assimilate and produce additional materials as needs are identified within the pilot sites.

   Provide APL test scoring services for the pilot sites.

   Coordinate activities of all state pilot sites.

   Identify and make use of (if applicable) ideas and materials developed in other states.

Approximately ten local adult education programs are currently participating in piloting the APL curriculum in their local adult classes. Those systems participating in the program are: Bossier, Ouachita, St. Mary, Avoyelles, Webster, Concordia, Lafayette, Beauregard, Orleans and East Baton Rouge. A meeting with representatives from each of the participating pilot areas and the University of Texas APL staff has been scheduled for January in Bossier City, Louisiana in order to dessiminate the APL curriculum system and initiate the pilot programs.

In addition to the Region VI Adult Performance Level Project, Louisiana funded two additional special projects this fiscal year that will work cooperatively with the APL activities. Louisiana Tech University in Ruston, Louisiana, was funded a special project to revise the APL curriculum where necessary in an effort to make it more meaningful for Louisiana's adult education students. Fifteen local adult education instructional personnel will meet in a three-day conference at Louisiana Tech to revise and make suggestions for adapting the curriculum to Louisiana's needs and interests.

The Northeast Louisiana Learning Center in Monroe initiated a special project to develop learning activities packets for adult learners based upon some of the APL objectives. The basic purpose of this project is to survey local adult teachers throughout the state in order to identify those skills most commonly taught in local adult classes and develop specific instructional packets based upon those identified areas. Both projects are cooperating with Louisiana's participation in the Region VI APL Projects in order to prevent duplication of effort where possible.

Based upon successful implementation of the APL curriculum in the pilot programs and results of the above special projects, Louisiana will seek to implement the APL curriculum as the basic curriculum offering for adult basic education classes in the state. For further information contact Robert Boyet, Staff Development Specialist, Bureau of Adult and Community Education, P. O. Box 44064, Baton Rouge, Louisiana, 70804.

NEW YORK PROGRAMS

Title: New York State Adult Functional Literacy Models

Institution: Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
Graduate School and University Center
City University of New York
1411 Broadway
New York, New York 10018

Contact Person: Lee Cohen

Major Project Objectives:

1. To critically examine all A.P.L. materials and guidelines developed in other states in order to identify those elements that should be considered for New York State.

2. To examine the University of Texas A.P.L. Study and report its findings and recommendations in terms of N.Y. State.

3. To examine representative N. Y. State A.B.E. programs selected in cooperation with the State Education Department and to graphically describe their curriculum designs, management systems, and instructional programs.

4. To design detailed plans for implementing A.P.L. into existing A.B.E. programs involving procedures for curriculum design, management systems and instructional program.

Expected Outcomes:

Alternative models and recommendations for guiding New York State's policy planning in relation to the Adult Performance Level Study.

This project is being sponsored by the Division of Continuing Education of the New York State Education Department under Section 309 of the Adult Education Act, PL 93-380.

Title: External High School Diploma Program

Institution: Syracuse University Research Corporation
405 Oak Street
Syracuse, New York 13200

Contact Person: Francis Macy

Major Project Objectives:

1. Demonstration of the diploma with diverse urban and rural population groups in Central New York and in at least two different institutional settings.

2. Initiation, with the State Education Department staff, of overtures, process and procedures for replication in other areas remote from Central New York such as the Troy-Kensselaer area.

3. Revision and refinement of the content and assessment system based on extensive research and analysis using demonstration data.

Expected Outcomes:

This year's efforts lead toward the final outcomes which are:

1. Production and dissemination of final external diploma program package for statewide use to include competency criteria and assessment systems based on the demonstration experience.

2. Production and dissemination of all necessary manuals and guides essential to the statewide replication of the program including recommendations on costs, procedures, staffing and training.

This project is being sponsored by the Division of Continuing Education of the New York State Education Department under Section 309 of the Adult Education Act, PL 93-380.

Title: Life Skills Education Project

Institution: Teachers College, Columbia University
Box 127
New York, New York 10027

Contact Person: Winthrop Adkins

Major Project Objectives:

1. Provide technical assistance in the form of visitations and a conference for Life Skills Educators currently working in New York State adult learning centers.

2. Conduct a Reconnaissance Survey to identify and describe the coping problems of adults in programs operated under the Adult Education Act.

3. Produce 15 Life Skills stimulus video tapes and discussion guides.

Outcomes: The Reconnaissance Survey which can serve as a guide for future curriculum development.

The 15 Life Skills mini-units on such topics as parenting, health care and civic responsibility.

Work under this contract was completed January 31, 1976.

OREGON PROGRAMS

The following is a description of our APL related activities in Oregon:

Three activities in Oregon have developed into the current stream of happenings--

1. The establishment of community colleges in 1962 under the same State Board jurisdiction as provided for elementary-secondary. These educational institutions filled the vacuum of need between secondary and four-year institutions and function particularily well for adults who had gone by high school compulsory school age without getting a high school diploma.

2. In 1969 the State Board of Education adopted a policy whereby secondary schools and community colleges would issue adult high school diplomas to persons beyond compulsory school age on the basis of demonstrated competency. The critical issue was that credits required for a high school diploma could be awarded for a demonstrated competency equal to that expected of a high school student eligible for graduation.

3. By 1972 the decision was made to add survival/coping skills in personal development, social responsibility and career development to minimum requirements for a high school diploma. In 1978 graduating seniors will be required to demonstrate competency in these areas. Each Oregon school district will establish its own list of these compentencies.

Priorities in Oregon's FY '76 Adult Education State Plan will result in:

1. Maintaining a Regional Staff Development Project.

2. Hosting a Regional APL Workshop in Portland in November 1975.

3. Replicating in four in-state areas the November Workshop to increase awareness of APL concept.

4. Designing an APL implementation plan for Oregon's adult education program.

5. Sharing curriculum development responsibilities among the four states in Region X in the five life coping areas of APL.

6. Initiating special projects to link APL coping to high school completion and to develop curriculum materials.

7. Cooperating with the Northwest Educational Laboratory Oregon Competency Based Education Program.

Other related activities are:

1. Oregon has been represented on the APL National Advisory Committee since the project began by the Oregon Adult Education Director.

2. The Oregon Adult Education program has contributed heavily to staff development.

3. An Adult Education statewide computerized record keeping system has been developed for reading and math objectives as a tooling up process for APL tasks.

4. A full-time curriculum development coordinator has been working since July 1st, 1974 on APL implementation.

The expected product will be access of both youth and adults to an adult high school diploma based on demonstrated competencies in the five APL coping skill areas.

For further information contact:

Cliff Norris, State Director for Adult Education
942 Lancaster Drive, N.E., Salem, Oregon 97310
Phone (503) 378-3971

THE APL EXTERNAL HIGH SCHOOL DIPLOMA PROGRAM

Adapted from the Central New York External High School Diploma Program model, the Texas external program is a competency-based model developed for adults and accredited by the Texas Education Agency on a pilot basis. As such, it will provide a flexible alternative to the conventional four-year high school diploma program based on Carnegie units and to the GED Test.

In this program, goals are expressed as competency outcomes which are demonstrated as observed behavior. Candidates are expected to meet specific coping skills objectives in areas of basic competencies, such as communication and life skills, as well as in optional areas that are appropriated to their individual goals. These optional areas include occupational-vocational, advanced academic, and specialized vocational competencies.

Other features of the external diploma program include maximum access to opportunities for learning and certification; strong linkages to existing school systems via task force participation, the employment of teachers in counseling, teaching and functions assessment, and the school district's authority to grant diplomas; structured accountability at all levels; and student participation in setting goals, forming curriculum, choosing assessment procedures, and in reviewing the entire program.

Currently, twelve school districts in Texas are piloting this program.

Information contact: Dr. Norvell Northcutt
APL Project
University of Texas
103 Extension Building
Austin, TX. 78712

Phone: (512) 471-4623

REGION X

PLAN FOR IMPLEMENTATION

ADULT PRACTICAL LITERACY

IN

ADULT EDUCATION

INSTRUCTIONAL PROGRAMS

INFORMATION CONTACT:

Dr. Aubrey Gardner
Northwest Regional Educational Lab
710 S.W. Second Avenue
Portland, Oregon 97204
(503) 248-6862

GOALS

GOAL I: TO DEVELOP A STAFF OF SPECIALISTS FOR THE IMPLEMENTATION OF APL CURRICULA.

OBJECTIVES	ACTIVITIES	OUTCOME
To conduct a Regional APL Workshop.	To develop an awareness of the history and development of APL. To describe and share current APL curriculum materials. To describe procedures for development of APL curriculum materials. To explain diagnosis and placement of adult learner using the APL test. To describe/explain a model external high school diploma program using the APL concept. To publicize and promote the Regional Workshop with bulletins, brochures, Fact Sheet, newsletters, awareness sessions with professionals and professional organizations.	Purpose of this workshop will be to train a core of staff who will perform services: 1. Assist in conduct of area Workshops. 2. Be a resource person for pilot implementation in other area institutions. 3. Share materials among participating institutions.

(20)

GOAL II: TO CONDUCT A STATEWIDE APL ASSESSMENT.

GOAL III: TO HAVE PILOT IMPLEMENTATION OF APL IN ADULT EDUCATION PROGRAMS

OBJECTIVES	ACTIVITIES	OUTCOME
To conduct area workshops for adult education staff interested in pilot APL implementation.	To disseminate APL concepts. To develop AE instructional staff members proficient in use of APL materials for use in instructional programs. To develop APL Curriculum materials for use in the Region To provide technical assistance to pilot test program instructors and staff.	Gather and collect information in a central location for dissemination to decision making groups. State Departments of Education, State Boards of Education, State Universities State AE Advisory Committee and subcommittees, Directors of Adult Education programs, Regional Adult Education personnel. Skilled staff implementing statewide and local adult practical literacy instructional programs. Curriculum materials developed and disseminated.
To implement on a pilot basis APL curriculum.	To have participating instructors assess and use current APL materials. To have participating instructors develop and use needed APL materials. Provide evaluative information to coordinators.	
To provide participants with support and technical assistance.	Assist in identifying, developing and using curriculum materials. Provide follow-up inservice for staff.	

To design an evaluation instrument for use by pilot test program staff.	Design evaluative instrument. Produce same. Disseminate same to all pilot test staff for completion and return of the instrument. Assess evaluative data. Provide evaluative data for planning future APL workshops.

(22)

GOAL IV: TO HAVE FULL IMPLEMENTATION OF APL IN REGIONAL AE PROGRAMS BY SEPTEMBER 1, 1976

	OBJECTIVES	ACTIVITIES	OUTCOME
	To conduct APL adoption seminar/workshops (summer).	To disseminate curriculum materials state-wide. To train teachers of adult learners in the use and development of APL materials. To develop additional APL instructional materials. To provide pre-service for APL participating staff and program personnel.	To have staff with knowledge and skills in implementation of APL.
(23)	To provide information sessions for participating institutions and agencies.	To conduct information sessions for: A. State Advisory groups B. State Boards of Education C. State School Superintendents D. State Associations of Community and Continuing Education E. Continuing Education, Community Education, Adult Basic Education Directors. F. Other Teacher Education Institutions	Regional AE programs have implementation of APL

ADULT COMPETENCY INSTRUCTION
For
WEST TENNESSEE ADULT BASIC EDUCATION PROGRAMS

I. HISTORY OF EFFORT:

Adult Basic Education (ABE) programs in the West Tennessee area presently involve 228 teachers, 15 supervisors, and approximately 4,162 students. Memphis State University's Adult Education Center is designed to conduct research into ABE needs, provide help in planning and evaluation, and aid in the dissemination of viable educational products.

The current project for the Center (January, 1976 to January, 1977) is the implementation of Adult Competency (APL) Instructional Modules into West Tennessee ABE programs.

II. MAJOR OBJECTIVES:

1. To assist West Tennessee Adult Basic Education programs in developing curricula based on the Adult Performance Level (APL) instructional goals.

2. To develop APL curricula within the framework of the APL skill areas.

3. To collect, organize, and disseminate the materials and other resources necessary to develop instructional programs which address the functional competencies identified in the Adult Performance Level study.

4. To provide training and/or retraining in order for ABE teachers to function effectively in providing performance-level basic education for adult life.

5. To aid local programs in assessing their effectiveness, based on the APL specified objectives.

III. PROCESS:

The time frame for the project is a twelve-month period. Months one and two will be allocated to the collection of resource materials and the training of persons who will disseminate materials and demonstrate APL-based lessons. The orientation of supervisors will be done at this time.

A pilot project with Memphis City Schools, Shelby County Schools, and Fayette County Schools will be conducted during the third through sixth months. During the seventh through twelfth months, a Memphis State University van will take Adult Competency instructional materials and equipment into the 15 programs in West Tennessee for on-site visits, training sessions, and class demonstrations.

Other teacher training and orientation will be conducted in workshops and/or week-end sessions at Memphis State University. In addition, visits

will be made into Middle Tennessee and East Tennessee for demonstration purposes for teachers and supervisors in those areas.

Appropriate data and other information concerning the project, materials, etc. will be disseminated to all West Tennessee programs by an "APL News-Sheet," mailed out monthly. Slides and/or films will be made and used for teaching sessions and evaluation.

IV. EXPECTED OUTCOMES AND/OR PRODUCTS:

During the time period of the project, three graduate assistants and six interns will be trained and will then work with the 228 West Tennessee ABE teachers in the retraining necessary to provide performance-level basic education to ABE students on a continuing basis. These graduate assistants and interns will be returning to ABE work after the completion of the project and will continue to provide input into the programs.

Evaluation will be a major component, and the progress of students will be carefully measured in relation to the specific objectives outlined. This will aid in the further development of materials.

In addition, it is expected that the project staff will develop APL instructional materials that will be of value not only to Tennessee, but to other programs as well.

V. LEVEL OF FUNDING:

The total project budget is $79,216. The breakdown is shown as follows:

$ 55,348	Funded from 309 project
18,182	Memphis State University's contribution
5,686	Other sources
$ 79,216	Total

VI. PERSON TO CONTACT:

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102 Education Building
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PART II

LOCAL PROGRAM IMPLEMENTATION

NORTHWEST IOWA TECHNICAL COLLEGE
Sheldon, Iowa

Consumer Education Curriculum Project
Based on APL

I. History (Introduction)

In the present day of extreme commercialization, it is important that all individuals become well informed consumers. This is especially important for the family who has a low and/or limited income. Before an individual can take advantage of the various consumer legislation which has been passed for their protection, they must have a basic knowledge in the areas of communication skills, problem solving techniques, and interpersonal relationships. As pointed out from the APL study, many Americans are severely lacking in basic skills required for success in several General Knowledge Areas, one of which is Consumer Economics.

This project was initiated in the hope of developing Consumer Education curriculum material which would aid adults in their life situations. It would be written on an ABE level to provide for understanding and would at the same time provide practice and explanation for improvement in the Basic Skills Areas.

II. Goal

In general, it is our hope that individuals taking part of this program will become wise consumers, making the best use of their income by following sound purchasing principles.

Objective 1. Develop consumer curriculum material that is directly aimed at the twenty performance requirements set forth by the APL staff under the General Knowledge Area of Consumer Economics.

Objective 2. Develop a "Cycle for Improvement": Increase competancy in the Basic Skills Areas through exposure to material presented in Consumer Education materials. Increase competency in the Knowledge Area of Consumer Economics through improvement in the Basic Skills Areas.

Objective 3. Encourage further involvement in Adult Basic Education programs.

Objective 4. Have materials which may be disseminated to other area schools (this to include prepared audio-visuals).

III. Process

A very simplified timeline is illustrated below.

Phase I Jan. 1 - Feb. 29	Phase II March 1 - April 30	Phase III May 1 - July 15	Phase IV July 16 - August 31
1. Gather information on the APL study. 2. Gather Consumer education materials.	1. Construction of curriculum materials.	1. Field testing. 2. Evaluation.	1. Reconstruction of material based on Phase III. 2. Dissemination.

Phase I

1. Review the APL project, especially functional competency as it relates to consumer economics.
2. Gather consumer education materials using "The Annotated Bibliography of Materials Related to the Adult Performance Level General Knowledge Areas", and conduct an ERIC search. This is to provide two major purposes: first, stimulate ideas; second, ensure duplication and overlap is minimized.

Phase II

The starting point for this phase of the project is provided by the first two sections of the definition of Functional Literacy as given in the First Annual Report of the APL Study (mimeography 1973). The material is to be directed toward a set of needs necessary for a successful adult life. The list of needs is obtained from the twenty objectives given under the General Knowledge Area of Consumer Education. The tasks relating to each object are considered with specific skills related to the task emphasized within a given unit of curriculum material.

Instructors will be introduced to the concept of functional literacy and its relationship to consumer economics. They will be actively involved with the development.

Phase III

At this time one instructor per county is planned. Instructor and student evaluation will be conducted. The field testing will be directed toward those individuals on a low and/or limited income (ADC mothers, the handicapped, welfare recipients, CETA clients, etc.) while being inclusive of all interested area residents.

Phase IV

The evaluation of prepared materials will provide information for needed revisions. A close look will be taken at the curriculum material and its ability to yield success in tasks related to the various objectives.

Materials will be duplicated in quantity relative to the need and available funds.

IV. Expected Outcome

Result 1. Although the project is still in Phase I (information gathering stage), it might be expected that ten consumer education units will be completed (all of which will be field tested and will provide audio-visual and supplementary material).

Result 2. For those participating, a more thorough awareness of consumer materials which relate to their everyday life is expected.

Result 3. Although this was by no means considered when the project was originally written, I now believe we may find these materials helpful in familiarizing the Southeast Asians to our "consumer economy."

V. Funding

Total budget= $6250.

VI. Project Director:

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PROJECT CHOICE
Urbana School District #116
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This APL related project is a newly-initiated effort on the part of the Urbana Adult Education Program to implement APL curriculum thrusts toward the achievement of an external high school diploma. As the curriculum design is developed, approximately thirty (30) students will be selected for participation, ten (10) from each of the major instructional sites of the Urbana program. These are the evening high school, the full-time Urbana Adult Center and the Urbana Storefront School, which serves primarily youths between the ages of 16 and 21.

The major goals of the project include the following.

1. To inform adult education students of the nature and variety of instructional methods and alternatives to the traditional high school diploma.

2. To help adult education students, through guidance and counseling, to choose the option best suited to their individual needs and interests.

3. To provide adult education students with the skills and knowledge to enable them to successfully complete the educational option of their choice.

4. To provide placement and follow-up services to assist students in finding suitable occupational placement or advanced training after they secure the equivalent of a high school diploma.

The process through which these goals will be accomplished include the following.

1. An advisory committee of wide-spread membership will be established to include personnel from the Urbana School District, community agencies, cooperating secondary school districts, and Parkland Community College. This advisory committee will make recommendations concerning the APL program and will serve as a task force to help develop an external diploma program. From the general committee, an operational steering committee will be chosen to help formulate plans and assist in conducting advisory committee meetings.

2. An assessment of the activities and services already existing in the Urbana Adult Education Program will be carried out in order to design and develop the components needed to initiate an APL/External High School Diploma Program.

3. Resource materials will be reviewed, resource library established, and directors of APL and external high school programs will be contacted as needed.

4. A program of in-service training for all adult education personnel including administrators, guidance personnel, teachers, teacher aides, and ancillary staff, will be planned and implemented as soon as possible.

5. An information program will be conducted at all three program sites to explain the program and recruit students for the APL/External Degree Program.

6. An APL Career Center and placement office for Project Choice will be established adjacent to the project office and resource library.

7. A pilot program will be initiated and approximately ten students will be recruited at each program site.

The project director and staff will develop methods for meeting each individual student's educational and career needs. Students will be encouraged to visit school and community resources and to talk to a variety of community resource persons about education and their careers. Students will engage in a variety of activities designed to increase their functional competency in many areas. Students will have many opportunities to read, write, and talk about performance requirements and careers, thus reinforcing their basic communication skills. Interview sheets, rap sessions, and student evaluations will be used by the project director and his staff to devise new strategies. At the conclusion of the pilot study, a record of the materials and methods used will be included in the pilot study report.

Basically, the evaluation activities will focus on the extent to which the procedures used by project staff facilitate the development of an alternative high school diploma for adults. Arden Grotelueschen, Director, Office for the Study of Continuing Professional Education, University of Illinois at Urbana-Champaign will assume the responsibilities for conducting the proposed external evaluation. Mr. Grotelueschen is a recognized authority in the evaluation of adult basic and secondary education program.

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PROJECT CAREER SUCCESS
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This locally initiated project is being developed to analyze the feasibility of combining APL instruction in adult functional competencies with the existing emphasis of the Adult Center toward achieving the GED certificate and vocational skills. Specifically, the use of the Kentucky Educational Television series within an APL-oriented curriculum and vocational preparation program is the central focus of the project.

There are three major goals of the project.

1. To develop a curriculum which brings about demonstrated, significant success in future job and, simultaneously, to develop instructional materials which meet APL objectives.

2. To assure successful completion of the GED exam through individualized academic review.

3. To focus student awareness on his post VLTC experience, whether it be future schooling (academic or vocational) or employment, and to facilitate his movement thereto.

Some of the activities leading toward these goals include the following.

1. To assess the ability of APL to indicate future success through studies of previously successful GED students to determine their possession of APL objectives.

2. To compare GED and APL indicators relative to job or vocational success.

3. To deterime which elements contributing to success should be incorporated in a comprehensive adult program.

4. To develop a curriculum which includes materials and strategies to best prepare students for GED success, the realization of APL objectives and future employment.

5. To correlate progress levels in APL with progress toward GED completion.

6. To make students aware (through testing, counseling, field trips, etc.) of their academic, vocational and employment potential and aid them in gaining entrance to further training and/or employment.

Students who are prepared for the GED exam (as determined by self and staff evaluation) would enter the special project and remain in it in conjunction with the on-going program. Students would then take the TABE and "Short Form" (APL) to determine appropriate review and remediation. Students would use appropriate sections of the Kentucky Educational Tape Series for review, have the opportunity to take several practice GED test sessions (for psychological as well as academic purposes), and take the APL test and perform APL tasks to determine their APL level. The abilities of the students would be determined, interviews organized, referrals made, and field trips to desired or appropriate institutions would be initiated. Under this section the student would perform the career-oriented APL tasks to meet APL objectives (both Scope-and-Sequence and Auburn University series). There would then be a follow-up (for reporting and other purposes) of students after they have left VLTC.

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